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Remedial Reading in the High School

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I. Causes of Reading Disability

Through a growing consciousness on the part of teachers and administrators concerning the importance of reading skills upon the ability and progress of every student, the diagnosis of disabilities and the improvement of reading techniques have become a part of the school curriculum. There was a time when it was believed that the responsibility lay entirely with the elementary teacher, but studies have shown that the high school and college curricula must include reading instruction.

Two programs of reading instruction are being administered at the high school level — the developmental program and the remedial program. The developmental program has as its purpose the improvement of all readers and may be a part of the student's regular schedule. The remedial program is a program of instruction for the retarded reader or for the child who has definite reading disabilities.

The remedial program, while it has a definite value and is being greatly emphasized at the present, should not be considered a permanent program for extensive use. "As materials continue to become more closely adapted to the pupils' power and needs, and as the teachers continue to become more able to adjust these materials to the differences of individual students, the remedial program will envelop fewer and fewer students. . . . The developmental program will become the complete reading program. There will always be some students for whom the developmental program will need to be augmented by highly individualized instruction based upon a thorough diagnosis."¹

¹ Bond, G. L., and Bond, Eva, *Developmental Reading in High School*, New York: Macmillan, 1941, page 298.

Reading disabilities are due to a combination of factors which may have developed at various stages of the developmental reading program. Some of the most critical periods as stated by Gates are the beginning stage, at the transition from primary reading to skills involved in acquiring intermediate reading, and at the ninth grade level.²

Gray states the causal factors of reading disabilities as being limited learning capacity, congenital or acquired neurological defects, conflicting cerebral tendencies, poor perceptual habits, ill health, improper glandular functioning, poor vision or hearing, abnormal emotional reactions, inappropriate environmental influences, failure of the school to adjust instruction properly to the capacity and needs of given pupils, etc.³

Bond has placed the disabilities under ten general headings which should be considered by every teacher of remedial reading.⁴ These ten divisions include (1) intelligence, (2) meager background of experience, (3) inadequate meaning backgrounds, (4) incorrect placement in school, (5) defective vision, (6) auditory defects, (7) speech defects, (8) emotional and other personality disturbances, (9) inappropriate teaching, and (10) inadequate motivation.

Through testing and careful study, it has been found that the mental ability of the student has a definite relationship to the reading ability. "This, however, does not mean that every individual of high intelligence is necessarily an effective reader. And it is just as incorrect to assume that because a student is an ineffectual reader, his intelligence is low."⁵ A large number of students who rank above average in mental ability are retarded in reading according to achievement quotients.

"Based upon assumption that pupils whose achievement in reading is up to expectancy on the basis of mental age, they are not remedial cases no matter how far they fall below expectancy on basis of chronological age or grade placement."⁶ It is generally true, however, that the intelligent child is aided by having more reading interests and an increasingly more clearly defined word and meaning background; thus, he displays more independence in reading.

A meager background of experience results in a lack of mean-

² Gates, Arthur I., "Diagnosis and Remediation in Reading," *Policies and Practices in the Improvement of Reading*. DeBoer, John D., ed., National Council of Teachers of English, 1943.

³ Gray, William S., "Trends in Remedial Work," *Policies and Practices in the Improvement of Reading*. DeBoer, John D., ed., National Council of Teachers of English, 1943, page 40.

⁴ Bond, pages 253-273. ⁵ *Ibid.*, page 256. ⁶ Gray, page 42.

ing backgrounds, which are basic in understanding reading material. Rich experiences in life and in reading form a basis for comprehension and interest. Closely related to an insufficient experience background is the inadequacy of meaning vocabulary. Many children have done little reading to enlarge their vocabularies, and often they have been reared in homes of limited vocabulary.

The solution to the problem of incorrect placement in school as a cause of reading disability is usually not that of retardation but of adjusting the program to the individual needs. The student may have been placed on a level above his reading ability, which would prevent his development in that he would not make the proper adjustments.

Defective vision, auditory defects and speech defects are the most prominent physical causes of reading disability, while ill health and malnutrition are minor factors. These are difficulties which require the diagnosis and treatment of a physician before the remedial work of the teacher.

The more common visual defects are "nearsightedness, farsightedness, muscular imbalance, astigmatism, and lack of ability to fuse or combine the images from the two eyes."⁷ In certain cases the child may have attributes to overcome the defects in the way of interest or background of experience. If the student is interested, he will be willing to put forth effort to compensate for the handicap.

The auditory defects are handicaps to reading when oral presentation or oral reading is used as the method of instruction.

The child with a speech defect may have normal silent reading ability, but if the instruction bases silent reading upon use of oral reading the child will show difficulty.

Gates, after studying the case histories of one hundred reading disability cases chosen at random, found that ninety-two out of the hundred demonstrated inadequate personality reactions and that only eight had established adequate compensatory reactions.⁸ Whether difficulty in reading is a cause or a result of a personality maladjustment the following factors have been stated by Dolch as being evident of poor readers: (a) The child may believe that he is "too dumb" to learn to read; (b) the failure in reading may have developed marked lassitude and inertia; (c) the child may be proud of being a non-reader; (d) the failure in reading may have developed compensations elsewhere; (e) remedial reading cases usually hate books; (f) failure in reading may have produced an attitude of non-cooperation with the school, if

⁷ Bond, page 262.

⁸ *Ibid.*, page 264.

not positive antagonism toward it; and (g) occasionally, failure in reading may produce distinct mental disorders.⁹

These personality disturbances place an added responsibility upon the teacher because it is she who can best gain the student's confidence in stimulating interest and in aiding the child to attain a degree of success in learning to read. Success seems to be the best adjusting factor in solving the problem of personality disturbances.

Because teachers have such heavy schedules that they do not allow sufficient time for proper reading instruction and because they lack the equipment and reading material suited to needs of pupils, there has been a decided inadequacy of instruction in reading. The inexperienced teacher becomes so engrossed in teaching the majority of the class that she fails to detect the difficulties of individual students. This is often true of experienced teachers, also, who continue to teach by group instruction, expecting each student to attain the same rate and comprehension. In this type of teaching reading difficulties develop and often become deeply entrenched.

II. Diagnosis of Disabilities

The principles of remedial instruction are stated by G. L. Bond and Eva Bond in their book *Developmental Reading in High School* as follows:

1. Remedial instruction should be based upon a thorough diagnosis.
2. Remedial instruction should be started through the use of materials at the student's reading level.
3. The natural interests of the student should be used in selecting material.
4. The materials should be interesting in content and style.
5. The purposes for reading must emphasize the techniques and skills to be improved.**
6. The purpose for reading should be real to the student.
7. The student should be aware of the nature of the disability.
8. The student should have his progress demonstrated.
9. Good teaching techniques should be employed.¹⁰

Based upon the causes of reading disability, the diagnosis should be made early and should be concerned with the individual child. Recognition of the needs of the individual is the underlying factor of remedial work.

Diagnosis is a very important initial step in remedial teaching because the teacher secures information concerning the child, and

⁹ Dolch, Edward W., *A Manual for Remedial Reading*, Champaign: Garrard Press, 1939, pages 3-6. ¹⁰ Bond, pages 303-310.

she bases the instruction upon it. The information which should be obtained concerning the individual has been stated by Dolch in the following outline:

- I. We need to know the child's physical condition.
 - A. In what condition are the child's eyes?
 1. Does the child need correction for vision or astigmatism?
 2. Do the child's eyes work together correctly?
 3. Is the child experiencing eye fatigue?
 - B. What is the state of the child's hearing?
 - C. Has the pupil a speech defect?
 - D. Is the pupil left-handed?
 - E. What is the pupil's general health?
 - F. What is the child's past sickness record?
- II. We need to know many aspects of the child's school life.
 - A. Does the pupil like school?
 - B. What school subjects does he like?
 - C. Does the child play freely and as an equal with the children of his grade?
 - D. Is the pupil good at playground activities or other extra-curricular work?
 - E. How many non-promotions has the child had and when and why?
- III. We need to know some aspects of the child's home life.
 - A. Does the child cooperate happily with his parents?
 - B. What are the ages, grade placement, and school successes of his brothers and sisters?
 - C. What home hobbies does the child have?
 - D. What does the child want to be when he grows up?
 - E. Does the child work after school hours, and at what?¹¹

In regard to the actual reading ability of the child, Dolch has listed the questions upon which that diagnosis may be based:

- A. What is the grade level of the books the child reads easily?
- B. Does the child know common words easily by sight?
- C. How many words of the basic sight vocabulary does he know constantly?
- D. Does the pupil miscall words and read right on, or does he correct his mistakes?
- E. Does the pupil try to sound out new words, and if so, what success does he have?
- F. How well does the pupil comprehend easy material?
- G. What are the pupil's eye movement habits?
- H. Does the pupil show lip movements?¹²

¹¹ Dolch, pages 8-28.

¹² *Ibid.*, pages 29-36.

Bond has set forth items of appraisal for the diagnosis as follows:

1. Mental age.
2. Chronological age.
3. Grade placement.
4. School history.
5. Silent reading abilities.
 - a. Skimming.
 - b. Locating information.
 - c. Ability to read graphs, tables, maps, and other pictorial presentations.
 - d. Sentence, paragraph and story comprehension.
 - e. Power of comprehension.
 - f. Ability to get the general significance.
 - g. Ability to note details.
 - h. Ability to organize.
 - i. Ability to follow directions.
 - j. Ability to predict outcome.
 - k. Ability to form sensory impressions of what is read.
 - l. Ability to read critically.
 - m. Rate of silent reading.
6. Oral reading.
 - a. Level.
 - b. Analysis.
 - c. Rate.
7. Ability to work out words in isolation.
8. Background of experience.
9. Sensory characteristics.
10. Physical condition.
11. Emotional and other personality disturbances.
12. Interest in and attitude toward reading.¹³

Because there is a great variety of causal factors involved in the diagnosis, a number of methods should be used in discovering the child's disabilities. In all diagnoses the teacher should be the most significant examiner, so far as possible, because it is she who must gain the confidence of the student and have a personal interest in his progress. Her diagnosis of the child may be based upon her own judgment and observation, but she supplements that knowledge with the results of tests—both mental and reading—and with case histories of the child. If the child shows evidence of physical handicaps such as defects of speech, hearing, or vision and malnutrition, the teacher should advise consultation with a physician.

¹³ Bond, page 280.

Before administering a standardized test, the teacher should evaluate the test relative to the diagnostic procedure. In addition to the validity of the test, she should be concerned as to whether the test covers the suitable grade levels and whether it is easy to give, score, and interpret. To be really indicative, the test should not only measure speed but should measure comprehension based upon the rate of speed.

Many teachers make the error of overemphasizing or underemphasizing standardized tests. They should be given as an aid to the teacher's judgment and should not replace it. Results of a standardized test are only of positive value and in many instances do not give an accurate picture of the child's disability. However, they do show that a deficiency is present, and the test results may be checked with actual reading or other diagnostic devices for further proof. It is valuable, also, to check one test against another to obtain more accurate measurement. Every teacher should have an ungraded series of textbooks in reading for testing actual reading ability.

Too much attention has been placed upon grade standards in the interpretation of test results. This is essential, but the remedial teacher should not lose sight of the fact that she is working with a particular pupil in a particular school.

In giving reading tests, the teacher should be aware of the fact that such tests place a limitation upon the material, time of reading, and the child's response.

Two tests which are advisable for diagnosis and placement in reading are the *Gates Reading Survey*¹⁴ and the *Iowa Silent Reading Test*.¹⁵

The *Gates Reading Survey* measures vocabulary, power of comprehension, and reading speed and accuracy. It furnishes grade norms from approximately the middle of the first grade to the end of the twelfth, which gives a wide range to include the extreme cases.

The *Iowa Silent Reading Test* should be given at a higher grade level. It measures sentence and paragraph meaning, vocabulary, paragraph organization, and ability to locate information. The results include a total comprehension score, a reading rate score, and also a profile indicating a student's relative position in a variety of reading abilities. The grade norms range from the end of the seventh grade to the end of the sophomore year of college.

¹⁴ Public School Publishing Company, Bloomington, Illinois.

¹⁵ World Book Company, Chicago, Illinois.

For the classroom teacher, the *Gray Standardized Oral Reading Paragraphs Test* proves helpful in diagnosing individual cases.¹⁶ The set includes fifteen paragraphs ranging in difficulty from the first grade to the college level. It is both an exploratory and a diagnostic device. In taking the test, the student reads from the paragraph material while the teacher checks for difficulties. The child reads until he reaches his maximum ability, indicated by seven mistakes in each of two succeeding paragraphs.

To measure special disabilities, the teacher may give the *Dolch-Gray Word Recognition Test*, which includes three sheets each containing one hundred words for the child to pronounce while the teacher checks.¹⁷ For measuring vocabulary, the *English Vocabulary Test* (Grade 6-10),¹⁸ and the *Basic Sight Vocabulary of 220 Words* prepared by E. W. Dolch are practicable.¹⁹

In view of the fact that the mental ability of the child is a determining factor in reading, the intelligence test is essential. The reliability of it is not high because in many cases the lack of ability to comprehend the material in the intelligence test lowers the score on the basis of reading ability rather than intelligence. In some cases a group intelligence test may be followed by an individual test. The *Stanford-Binet Test of Intelligence* is a good measurement for the poor reader.²⁰

Since remedial instruction involves the individual, it is important that the teacher study the child as such and obtain all the information possible concerning his personal adjustment relating to reading ability. The teacher, if she gains the desired rapport, may secure essential information through a personal interview with the child. She may learn more concerning his attitude toward reading and his experience and reading background. Of equal value is a knowledge of home conditions. This information concerning the child may be learned not only in a personal interview but also in actually working with the child.

Upon the completion of all advisable diagnostic measures, the teacher might find it valuable to prepare a case study of the individual. Professor Glenn Blair of the University of Illinois has prepared an outline for making a case study which includes the following items of information: (1) identification of pupil, (2) statement of the problem, (3) diagnostic test data, (4) interview with pupil, (5) pupil's physical condition, (6) social and emotional adjustment, (7) educational record, (8) mental test

¹⁶ Public School Publishing Company, Bloomington, Illinois.

¹⁷ Scott-Foresman and Company, Chicago, Illinois.

¹⁸ Ginn and Company, Boston, Mass.

¹⁹ The Garrard Press, Champaign, Illinois.

²⁰ Houghton Mifflin Company, Boston, Mass.

data, (9) special interests and attainments, (10) home conditions, (11) diagnosis of the case, and (12) recommendations.²¹

While the most effective methods of grouping are not known, it has been found that remedial work in groups is less effective than individual remedial work. It is advisable that the program be flexible, allowing each student to advance according to his ability. Thus if a child has been removed from the developmental program because of a disability, he may return to the developmental program when he has shown the proper improvement in remedial work.

A plan might be devised in which the retarded students are placed in a special class with the teacher giving added individual instruction for the more extreme cases. The most practicable program offers individual instruction, enabling each student to improve reading along the level of his own reading ability and interests.

A typical remedial program in the smaller high schools includes the "low" section of the freshman English class. It seems desirable that this course be given for credit as English I, but in some high schools the student is required to make up the regular course. This appears to defeat the purpose of the remedial course and to overburden the child in such a way that he fails to gain by the special course.

A temporary remedial group may be organized for various difficulties, allowing each child to be excused when he reaches the desired standard. Unfortunately, such a remedial unit might be considered a kind of punishment since it involves extra work.

III. Remedial Instruction

An effective reading program must include "a series of definitely planned units that will promote genuine reading growth by showing the pupil how to read with greater speed, accuracy, and appreciation; and, on the other hand, lead to a free-reading program that will give the pupil opportunity to read widely and independently, putting to use the reading facility he has developed."²² This is true not only of a developmental program but of the remedial instruction.

The procedure used in successful remedial classes usually includes five fundamental features: (1) further diagnosis of individual reading ability, (2) individualized instruction fitted to the

²¹ Blair, Glenn M., *Diagnostic and Remedial Teaching in Secondary Schools*, New York: Macmillan, 1946, pages 379-381.

²² Hovius, Carol, *Suggestions for Teachers of Reading, Grades VII to XII*, Chicago: D. C. Heath and Company, 1939, page 10.

student's needs and aimed at correcting difficulties and eliminating deficiencies revealed in the diagnosis, (3) attention to improving pupils' attitudes toward reading, (4) synchronization of the reading instruction in the remedial class with the whole school program, and (5) encouragement of voluntary reading.²³

"The interest of students in reading and their desire for improvement are basic factors in the success of any remedial program. Without neglecting specific reading skills, the best programs attempt to relate reading to the students' interests and abilities."²⁴

In order to stimulate the interest and the desire for improvement, the teacher must establish the desirable pupil-teacher relationship. This may be acquired, first of all, by informing the student of his disabilities as accumulated from test results and other diagnoses. This procedure, however, can be effective only when the teacher displays an understanding and a wholesome attitude toward the student. Once the student senses the interest of the teacher, he will develop confidence and will be willing to discuss his difficulties with the teacher.

During the remedial instruction, the pupil should be informed of his progress and should keep in his notebook a record, or chart of his reading status.

The student should be encouraged to understand the importance of reading ability in all activities so that he realizes the value of the instruction. The remedial child is very apt to have developed personality disturbances which give him a negative attitude toward the whole reading program. These attitudes must be changed. A student's progress in reading may often be measured better by his change in attitudes than in the improvement of skills. The student must not feel that he is being punished or that he is being degraded.

In selecting the material for the remedial reading program, the teacher must consider the interest and the ability of the child. The material should be interesting and appealing in both content and style.

For teaching the skills of reading, the teacher should use an ungraded series of readers or an ungraded text. The series is practical because the child may be started at any grade level and he has the opportunity to advance as his reading ability improves. In addition to presenting readable and interesting subject matter,

²³ Strang, Ruth, *Problems in the Improvement of Reading in High School and College*, The Science Press Printing Company, Lancaster, Pennsylvania, 1940, page 131. ²⁴ *Ibid.*, page 144.

authors of recent textbooks are placing specific emphasis on the reading skills by dividing their books according to skills, thus making the student conscious of the purposes of the course. In various ways a textbook of this type may be made appealing to students by selection of material and by the progressive theme of the book.

The following texts exemplify this principle of remedial reading:

Hovius, Carol, *Flying the Printways*, D. C. Heath and Company, 1938.

Spencer, Paul R., Johnson, William H., and Robinson, Thomas E., *Driving the Reading Road*, Lyons and Carnahan, 1942.

Spencer, Paul R., Johnson, William H., and Robinson, Thomas E., *Progress on Reading Roads*, Lyons and Carnahan, 1942.

The text by Hovius has been assembled in the interest of all students. The author states that students helped in deciding the reading skills to be included. The table of contents illustrates the progressive theme in presenting the material and the skills.

TABLE OF CONTENTS

I. All Aboard!

Packing Up

Why Should You Read Better?

Power Dives

Are There Flaws in Your Mental Motor?

II. Many Landings!

Headlines

Can You Find Main Ideas?

Little Things

Can You Find Important Details?

Telegram!

Can You Find Important Words?

Flight Formation

What Words Should Be Read Together?

Old Meets New

Do You Connect What You Read With What You Already Know?

Picture!

Can You Make Mental Movies?

Squads Right

Can You Follow Directions?

Patterns

Can You Find the Author's Plan?

Happy Landing!

Can You Keep On Improving Your Reading Skill?

III. A Side Trip

Sound Effects

Can You Pronounce Words?

List of New Words

List of Word Clues

Index to Reading Skills

Eight aspects of reading and study development are emphasized in the two books — *Driving the Reading Road* and *Progress on Reading Roads*. They are as follows:

1. Improving the way or ways in which different materials are read for varied purposes.
2. Increasing rate of reading.
3. Increasing the size of reading vocabulary.
4. Improving ability and increasing speed in recognizing unfamiliar words.
5. Improving ability to read purposefully and thoughtfully.
6. Improving ability to organize and to remember the thought secured from reading.
7. Increasing skill in using reference materials.
8. Improving skill in special types of reading in interpreting maps, tables, graphs, charts, and cartoons.

The literature in *Driving the Reading Road* is arranged according to the skills. The table of contents is as follows:

Your Driving Test

I. Tuning Up Reading Speed

II. Tuning Up the Ability to Skim

III. Checking Up on Reading Vocabulary

IV. Checking Up on the Ability to Locate Information

V. Checking Up on Skill in Reading Maps, Tables, Graphs and Illustrations

VI. Tuning Up Comprehension in the Reading of Informational Content

VII. Tuning Up Comprehension in the Reading of Literature and Poetry

VIII. Tuning Up the Ability to Organize

IX. Tuning Up the Ability to Solve Problems

The free-reading program offers the student the opportunity to develop interest and to apply reading skills through a wide reading program. It is in this recreational reading phase that a wide selection of material is essential. The reading level of the material must include the needs and the abilities of each individual.

If a child has a reading disability resulting from lack of experience and meaning background, the child may develop knowledge of meanings by a wide reading program supplemental to the reading for skills. The teacher should base her instruction of free-reading upon the diagnosis of the student's disability.

Professor Glenn Blair of the University of Illinois, after having conducted a nationwide survey, has prepared a list of *One Hundred Books Most Enjoyed by Retarded Readers in Senior High Schools*.²⁵

Magazines which may be very helpful in the teaching of reading are *The American Girl*, *The American Boy*, *Boy's Life*, *Scholastic*, *Junior Scholastic*, and *Young America*.

While it is generally concluded that reading disability is a result of several difficulties, it is true that one technique may be responsible for retardation in several techniques. If so, it is advisable to concentrate on that specific difficulty.

Dolch lists the special disabilities and suggests solutions for each.

1. Poor attention, of which there are two kinds — "flighty" attention in which child's eyes wander continually and "half" attention in which pupil seems to be paying attention but not learning the material — is the hardest kind to combat. In the case of "flighty" attention, the child should be examined for possible physical defects or ill health. The teacher should find interesting material for the child and should provide a variety of material, changing it a number of times during a period, if necessary. "Half" attention is characteristic of bright children who are poor readers and have been accustomed to getting along with only "half" attention. Interesting material is also a good remedy for this difficulty and the repetition of sight words is helpful.

2. Passiveness and resistance must be overcome. This difficulty is evident in a child's apparent exhaustion or headaches. Many times students start discussions to evade reading. The situation can best be handled by using material which will overcome the objection and by gentle firmness on the part of the teacher.

3. Attention to the wrong parts of words is shown by reversals, by either reversing letters in words or by reversing whole words. The solution to the problem is the teaching of these associations correctly and stressing the recognition of beginnings of words. Teaching of phonics may be helpful also.

4. Overemphasis on certain methods of attack may have produced certain bad habits in reading. The child should be encouraged and taught to recognize words by sight and to guess meaning of words by context. The child should acquire a knowledge of sounding.²⁶

²⁵ Blair, pages 170-175.

²⁶ Dolch, pages 61-73.

The special disabilities to be corrected as set up by Bond are word recognition, eye movements, reading speed and comprehension.²⁷ While there is a certain amount of overlapping in these phases, each may be treated separately.

In improving word recognition, the teacher should first determine the method used by the student. If the student uses phonetics, the teacher should develop other means such as (1) use of context clues, (2) use of general shape of the word, (3) use of known parts of words, and (4) dependence upon syllabication.

The use of context clues involves reading extensively in relatively easy materials where the words are not difficult. Noticing similarities and difference in words develops recognition by the shape of words. The child may profit greatly by the method of recognizing words through known parts of the word. The dependence upon syllabication should be reserved as a later means, and the teacher should avoid the technicalities of syllabication.

Eye movements, which have been studied to a great extent, are believed to be more a result of poor reading technique than the cause of poor reading. Because the child has a difficulty in reading the eye movements become faulty.

Lack of proper reading speed may be the result of (1) interfering habits, (2) inappropriate differentiation, and (3) inadequate sight or meaning vocabulary.

The more frequent disabilities in comprehension are (1) inexperience in reading, (2) immature or faulty reading habits, (3) excessive speed or speed unadjusted to the purpose, (4) lack of a differentiated attack, (5) inadequate background of meanings, and (6) insufficient meaning vocabulary.

Since an insufficient meaning vocabulary is a disability both in the rate of reading and in comprehension, it is an important phase in the instruction of reading. "Two ways in which meanings contribute to reading are first, meanings increase the effectiveness of the individual as a reader; and second, meanings color the interpretation and appreciation of what the individual reads."²⁸ These influence the student's ability to follow directions, obtain the general ideas of a passage, note the specific details and form sensory impressions.

According to Bond, there are three phases of meaning which have an influence upon an individual's effectiveness as a reader

²⁷ Bond, page 107. ²⁸ *Ibid.*

and upon the interpretations and inferences he makes while reading. These are:

1. Simple recognition. The individual is able to attach a meaning to a symbol.
2. Extensiveness of meanings. The individual is able to associate two or more distinct meanings with a symbol.
3. Depth or vividness of meanings. The individual is able to make use of deeper and finer appreciations and broader concepts and generalizations in interpreting a symbol.²⁹

Development of backgrounds of understanding depend upon the following:

1. First-hand experiences.
2. Wide reading experiences.
3. Other vicarious experiences.
4. Vocabulary study methods.³⁰

In all remedial reading, it is essential that the teacher have the child read material at the level which he has reached and that she motivate the reading situation so that the student is urged to read more extensively.

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APOLOGIES

Because of clerical errors two schools were omitted from the honor roll published in our October issue. Peoria Central, with an average of 3.143, should have appeared in twelfth place in Honor Roll I, Section A. Flower Technical High School of Chicago, with an average of 3.050, should have appeared in twenty-fourth place in Honor Roll I, Section B.

THE EDITOR

²⁹ *Ibid.*, page 106.

³⁰ *Ibid.*, pages 115-121.

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 Chicago Parochial: Sister Mary Evelyn, Mercy High School, Chicago